



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# **Released Item Booklet**

## **Benchmark Examination Grade 3**

**April 2007  
Administration**

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**Arkansas Department of Education**



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## PART I Overview—2007 Benchmark Grade 3

The criterion-referenced tests implemented as part of the **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all Grade 3 students in Arkansas public schools participated in the *Grade 3 Benchmark Examination* in April 2007.

This *Released Item Booklet* for the *Grade 3 Benchmark Examination* contains test questions or items that were asked of students during the April 2007 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration.

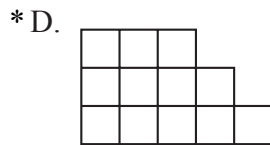
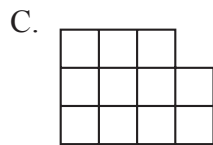
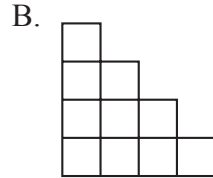
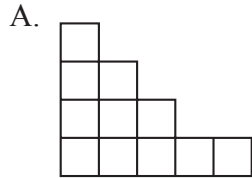
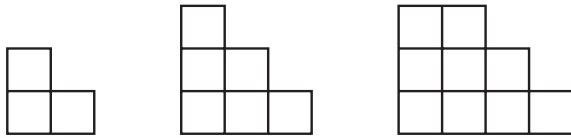
Students were given approximately two hours each day to complete assigned test sessions during the three days of testing in April 2007. Students were permitted to use a calculator for the Mathematics items (both multiple-choice and open-response), with the exception of questions 1–8 in this *Released Item Booklet* (items 1–10 in the test booklet). Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 26 of this booklet.) All of the Mathematics, Reading, and Writing multiple-choice items within this booklet have the correct response marked with an asterisk (\*). The open-response questions for Mathematics and Reading and the two essay prompts for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the state.

The development of the *Grade 3 Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common distinct levels: *Strands* to be taught in concert, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the Arkansas *Mathematics Curriculum Framework*, Arkansas *English Language Arts Curriculum Framework—Reading Strand*, and Arkansas *English Language Arts Curriculum Framework—Writing Strand* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

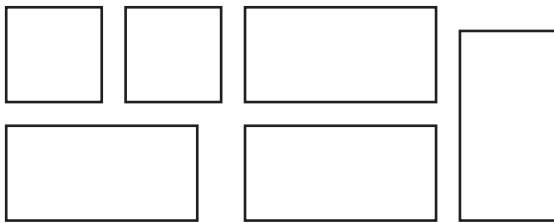
Part III of the *Released Item Booklet* also contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 3 Benchmark Examination* were developed in close association with the Arkansas educational community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 3 Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

**CALCULATOR NOT PERMITTED—ITEMS 1–8**

1. Which figure comes next in the pattern below?



2. Which solid figure could have the shapes below as faces?



- A. cube  
B. cylinder  
C. pyramid  
\* D. rectangular prism

3. Jared will be nine years old on May 2nd. Amy will be nine on August 2nd. How much older is Jared than Amy?

- A. 2 months  
\* B. 3 months  
C. 5 months  
D. 9 months

4. Which statement is true?

- \* A.  $1,526 > 1,516$   
B.  $1,249 = 1,239$   
C.  $4,351 < 3,452$   
D.  $1,349 > 1,394$

5. Which number completes the pattern below?

974 976 \_\_\_\_ 980 982 984

- A. 977  
\* B. 978  
C. 979  
D. 986

6. Emily had 68 cookies. She shared some with her classmates and has 39 cookies left. How many cookies did Emily give to her classmates?

\* A. 29  
B. 31  
C. 107  
D. 110

7. Joey planted tulip bulbs and charted their height for 6 weeks. According to the table below, how much did his bulbs grow between week 4 and week 5?

**Tulip Height Chart**

| <b>Weeks</b> | <b>Height</b> |
|--------------|---------------|
| 1            | 2 in.         |
| 2            | 3 in.         |
| 3            | 10 in.        |
| 4            | 15 in.        |
| 5            | 18 in.        |
| 6            | 20 in.        |

A. 2 inches  
\* B. 3 inches  
C. 4 inches  
D. 5 inches

8. What is the rule for the pattern below?

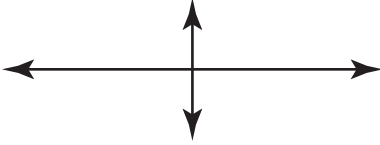
6 12 18 24 30 36

\* A. add 6  
B. divide by 6  
C. multiply by 2  
D. double each number

**CALCULATOR PERMITTED—ITEMS 9–40**

9. Mrs. Bowman asked her class to draw a line segment. Which did the class draw?

A.



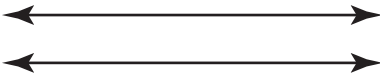
\* B.



C.



D.



10. Jason is building the number 2,058 using place-value blocks. There are no thousands blocks. How many hundreds blocks can he use instead?

- A. 2
- B. 10
- \* C. 20
- D. 200

11. The last check that Karen's mom wrote was number 480. What was the number of the check she wrote before that one?

- A. 380
- B. 470
- \* C. 479
- D. 481

12. Julia and her family visited the Quartz Crystal Mines. They bought 4 bags of crystals from the gift shop. They had 24 crystals altogether. How many crystals were in each bag?

- \* A. 6
- B. 8
- C. 28
- D. 96

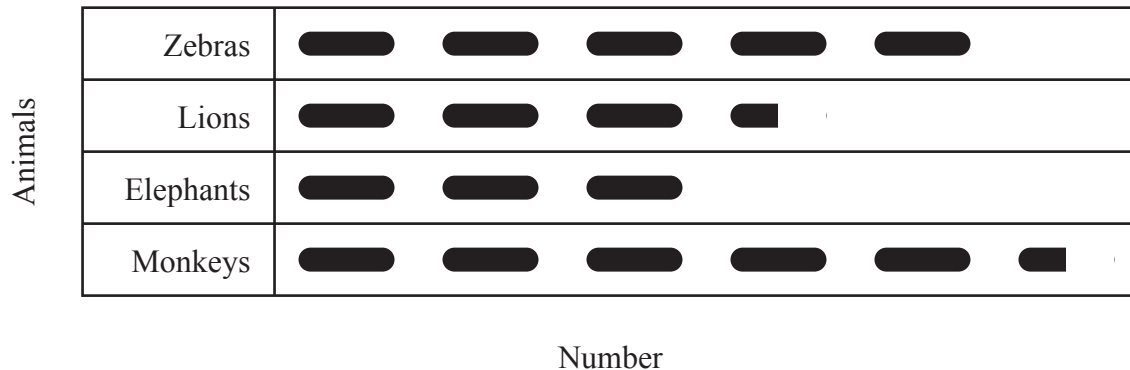
13. Taylor's ballet class begins on August 1st. The recital will be the next year on June 1st. How many months will Taylor's class have to practice for the recital?

- A. 2 months
- B. 6 months
- \* C. 10 months
- D. 11 months



14. How many lions are at the Little Rock Zoo, according to the graph below?

**Animals at the Little Rock Zoo**



KEY

 = 2 animals

- A. 3  
 B.  $3\frac{1}{2}$   
 C.  $6\frac{1}{2}$   
 \* D. 7

15. Which figure has only one set of parallel sides?

A.



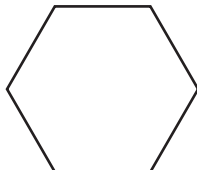
\* B.



C.



D.



16. The table below shows the relationships between units of length. One number is missing.

|        |   |           |
|--------|---|-----------|
| 1 foot | = | 12 inches |
| 1 yard | = | 3 feet    |
| 1 yard | = | ? inches  |

Which multiplication sentence (equation) would help find the missing number?

- A.  $1 \times 3 = 3$   
 B.  $3 \times 3 = 9$   
 C.  $12 \times 1 = 12$   
 \* D.  $12 \times 3 = 36$

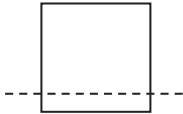
17. Which represents the number below?

4,602

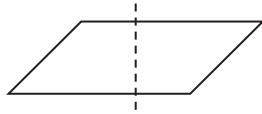
- A.  $4,000 + 62$
- B.  $4,000 + 60 + 2$
- \* C.  $4,000 + 600 + 2$
- D.  $4,000 + 600 + 20$

18. Which figure shows a line of symmetry?

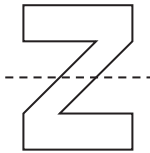
A.



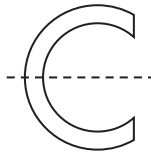
B.



C.



\* D.



19. Pizza Planet has a special for a pizza with one topping on a regular or wheat crust for \$5.00.

**\$5.00 Pizza Special!**

| Toppings  | Crusts  |
|-----------|---------|
| pepperoni | regular |
| sausage   | wheat   |
| mushroom  |         |

How many **different** combinations for toppings and crusts are there?

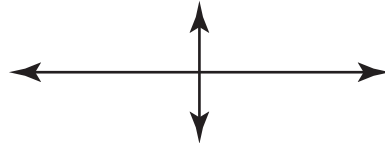
- A. 3
- B. 5
- \* C. 6
- D. 9

20. Lacy went bike riding at 5:30 P.M. She came home at 6:40 P.M. How long did she ride her bike?

- A. 1 hour 40 minutes
- \* B. 1 hour 10 minutes
- C. 60 minutes
- D. 40 minutes

21. Which figure shows intersecting lines?

\* A.



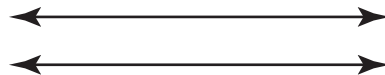
B.



C.



D.

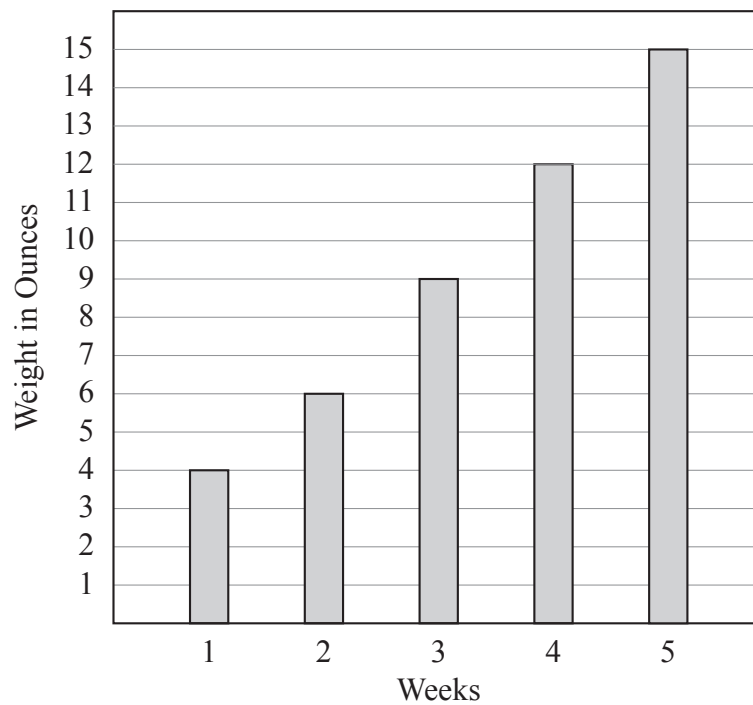


22. The students in Mrs. Smith’s class used the table below to make the corresponding bar graph.

**Our Rabbit’s Weight**

| Weeks | Weight in Ounces |
|-------|------------------|
| 1     | 4                |
| 2     | ?                |
| 3     | ?                |
| 4     | ?                |
| 5     | ?                |

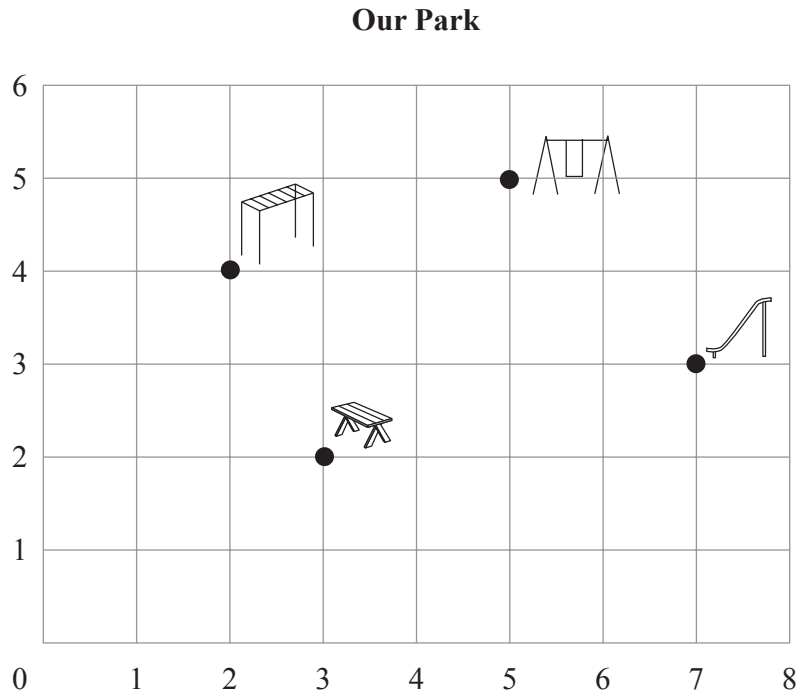
**Our Rabbit’s Weight**



What numbers are missing from the table?

- A. 6 8 12 16
- B. 6 8 10 12
- C. 6 9 12 14
- \* D. 6 9 12 15

23. The swings are located at which coordinate point on the grid below?



- A. (2, 4)  
 B. (3, 2)  
 \* C. (5, 5)  
 D. (7, 3)

24. Which number is an odd number?

- \* A. 261  
 B. 352  
 C. 634  
 D. 916

25. Sandy began her piano lesson at 4:45 P.M. She finished her lesson at 5:25 P.M. How long was Sandy at her piano lesson?

- A. 25 minutes  
 B. 35 minutes  
 \* C. 40 minutes  
 D. 45 minutes

26. Every hour, a group of students can make 20 sandwiches for the soup kitchen.

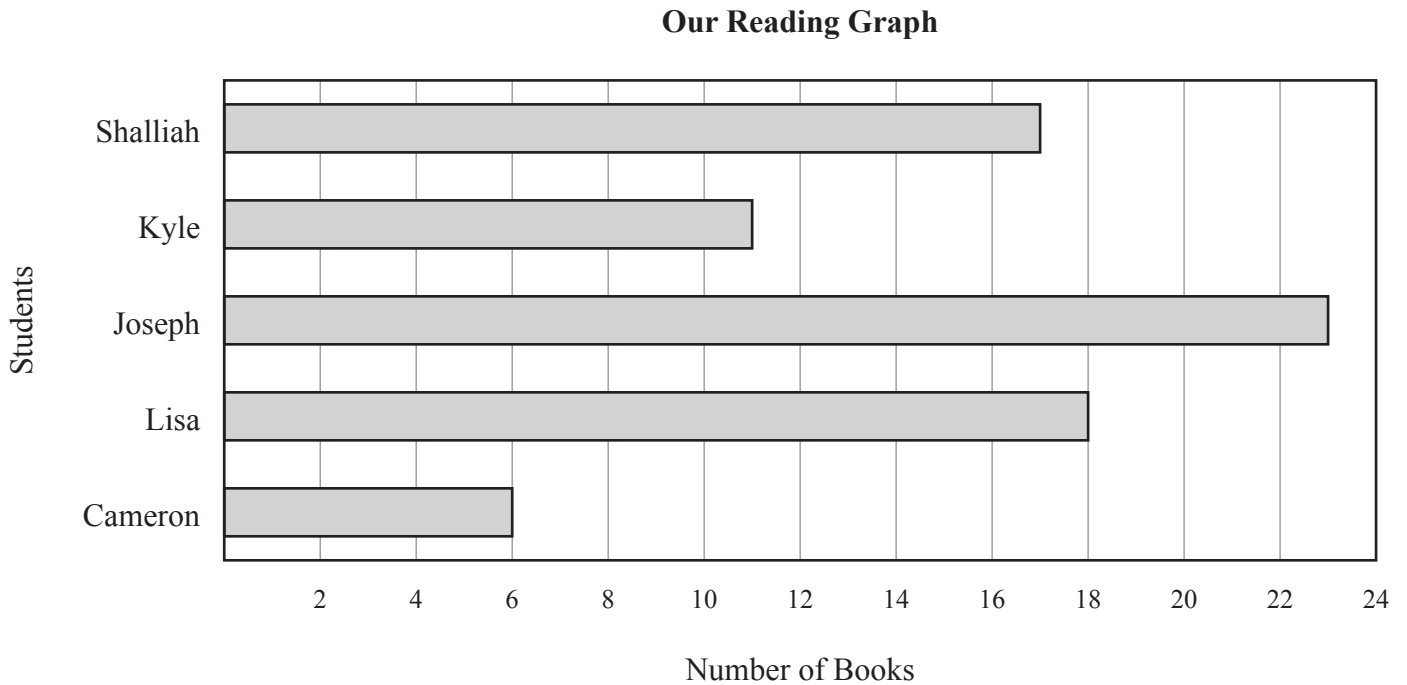
| Hours | Number of Sandwiches |
|-------|----------------------|
| 1     | 20                   |
| 2     | 40                   |
| 3     | ?                    |
| 4     | ?                    |

Which numbers complete the chart above?

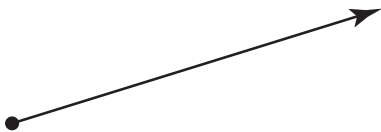
- A. 20 20  
 B. 50 60  
 \* C. 60 80  
 D. 80 120

**PART II Released Mathematics Items—2007 Benchmark Grade 3**

27. Ms. White created the bar graph below to show the number of books her students read. How many books did Kyle read?



- A. 10  
\* B. 11  
C. 12  
D. 13
- 
28. Mrs. Wood drew the figure below on the board.



Which did she draw?

- \* A. ray  
B. line  
C. line segment  
D. perpendicular lines

29. Claudia bought a basketball for \$8.95. She gave the cashier \$10.00. How much change did she receive?

- A. \$1.00  
\* B. \$1.05  
C. \$1.15  
D. \$1.95

30. Lisa made the pictograph below to show how many goals five members of her soccer team scored last season.

**Our Soccer Goals**

| Player | Number of Goals Scored                                                                                                                                                                                                                                                                                                                  |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kayla  |                                                                                      |
| Marie  |                                                                                                                                                                       |
| Lisa   |                                                                                                                                                                                                                                                        |
| JoAnne |                                                                                                                                                                       |
| Jamie  |     |

KEY

 = 2 goals

How many goals did Jamie score last season?

- A. 2
- B. 4
- \* C. 8
- D. 12

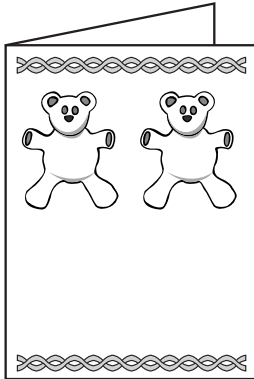
31. Rosa baked some muffins. After she ate 2 of them, 10 were left. Which number sentence (equation) tells how many muffins Rosa baked?

- \* A.  $\square - 2 = 10$
- B.  $10 - \square = 2$
- C.  $10 - 2 = \square$
- D.  $2 + \square = 10$

32. Which multiplication expression is equal to  $6 \times 6$ ?

- A.  $5 \times 6$
- B.  $2 \times 6$
- C.  $2 \times 3$
- \* D.  $4 \times 9$

33. Jill made the card below by tracing a teddy bear pattern. What did Jill do to the pattern before tracing it the second time?



- \* A. She slid it.  
 B. She turned it.  
 C. She flipped it.  
 D. She slid and turned it.
34. A group of students held a reading marathon. They kept track of the number of books they each read and displayed the data in the pictograph below.

**Our Reading Marathon**

| Student | Number of Books Read                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adam    |                                                                                         |
| Denise  |                                                                                                                                                                            |
| Kent    |                                                                                                                                                                                                                                                               |
| Trish   |      |

 = 4 books

How many books did Denise and Trish read altogether?

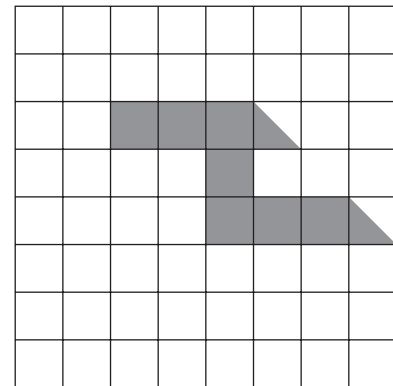
- A. 8  
 B. 12  
 C. 28  
 \* D. 32

35. Alexa's class designed a survey about the class's favorite sports and made the table below to show the data.

| Sports   | Number of Votes |
|----------|-----------------|
| soccer   | 8               |
| football | 5               |
| baseball | 3               |
| swimming | 6               |
| other    | 2               |

Which is **most** likely the question they asked to collect data for their survey?

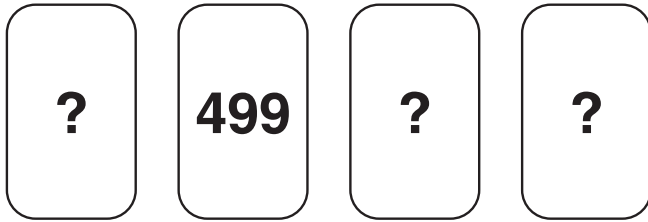
- A. Do you like to play football?  
 \* B. What is your favorite sport?  
 C. Is soccer your favorite sport?  
 D. Do you like baseball or swimming?
36. Theresa shaded part of the grid below.



What is the area of the shaded part of the grid?

- A. 7 square units  
 B.  $7\frac{1}{2}$  square units  
 \* C. 8 square units  
 D.  $8\frac{1}{2}$  square units

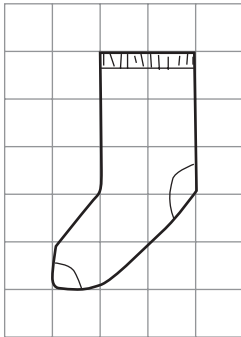
37. Tim was putting number cards in order when he noticed he was missing some cards.



Which set of numbers was missing?

- A. 400 500 600
- B. 496 497 498
- \* C. 498 500 501
- D. 500 501 502

38. What is the area of the sock below?

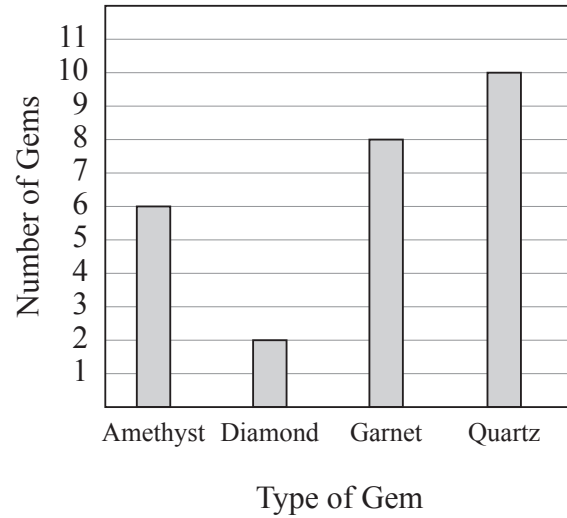


 = 1 square unit

- A. 8 square units
- B.  $8\frac{1}{2}$  square units
- C. 9 square units
- \* D.  $9\frac{1}{2}$  square units

39. Park rangers at Crater of Diamonds State Park recently kept track of gems found by visitors. They displayed their data in the graph below.

**Gems Found in Crater of Diamonds State Park**

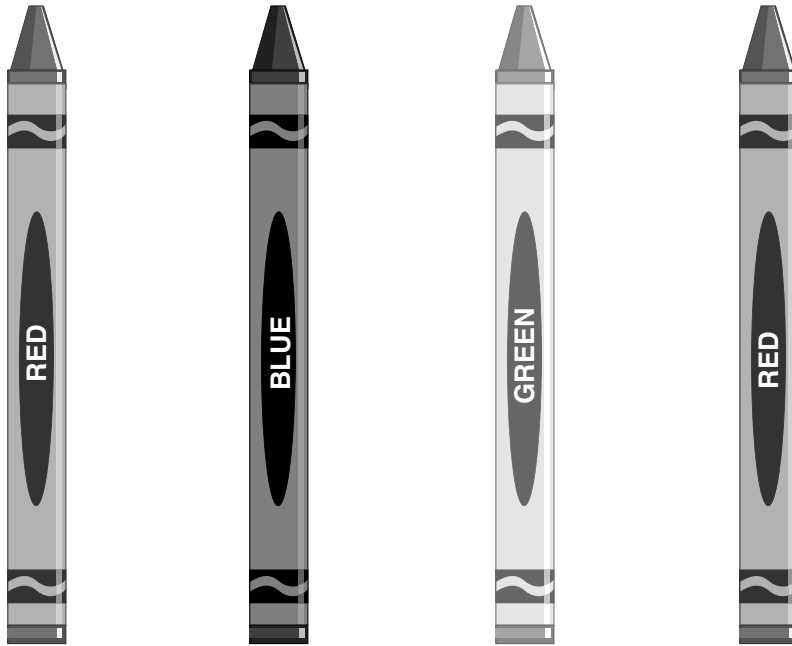


Based on the graph, which gem are visitors **least** likely to find?

- A. amethyst
- \* B. diamond
- C. garnet
- D. quartz



40. Which fraction represents the number of red crayons below?



- A.  $\frac{1}{4}$   
B.  $\frac{2}{2}$   
C.  $\frac{4}{2}$   
\* D.  $\frac{2}{4}$

**PART II Released Mathematics Items—2007 Benchmark Grade 3****MATHEMATICS OPEN-RESPONSE ITEM A**

- A. Karina is playing a card game with her cousin. She needs to pull a green card from the bag to win the game. There are 5 purple cards, 5 red cards, 3 yellow cards, 2 blue cards, and 2 green cards in the bag.
1. What is the probability that Karina will draw a green card? Explain your answer using words and/or numbers.
  2. Would Karina be more likely, less likely, or equally likely to draw a red card instead of a green card? Explain your answer using words and/or numbers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The student earns 4 points. The response contains no incorrect work.                                                             |
| <b>3</b>     | The student earns 3 points.                                                                                                      |
| <b>2</b>     | The student earns 2 points.                                                                                                      |
| <b>1</b>     | The student earns 1 point, or some minimal understanding is shown.                                                               |
| <b>0</b>     | The student earns 0 points. No understanding is shown.                                                                           |
| <b>B</b>     | Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.) |

**Solution and Scoring**

| <b>Part</b> | <b>Points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>    | <p><b>2 points possible</b></p> <p>2 points:      <b>Correct probability with correct and complete explanation.</b><br/> Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• “2/17 because there are 2 green and 17 total cards,” or</li> <li>• “2 out of 17 since there are 17 in all and 2 are green,” or</li> <li>• “2/17: <math>5 + 5 + 3 + 2 + 2 = 17</math>, 2 green,” or</li> <li>• “About 12% because it’s 2 out of 17.”</li> </ul> <p>OR</p> <p>1 point:      <b>Correct probability with incomplete, vague, or missing explanation.</b><br/> Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• “2/17 since 2 are green” (no work or explanation for 17), or</li> <li>• “2 out of 17 since there are 17 all together” (no explanation for 2), or</li> <li>• “two out of seventeen” (no work or explanation for 17 or 2), or</li> <li>• “2/17” (no work or explanation for 17 or 2).</li> </ul> <p align="center">Or</p> <p><b>Probability is incorrect, but <u>answer and explanation</u> show some understanding of probability.</b><br/> Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• “The probability is 2/19 since 2 are green and there are 19 in all” (incorrect probability due to a calculation or copy error).</li> </ul> <p>Note: Do not give credit for “2 are green and there are 17 in all” if no probability is given or incorrect procedure is included.</p> |
| <b>2</b>    | <p><b>2 points possible</b></p> <p>1 point:      <b>Correct answer: More likely (to pick a red card), or correct answer based on a calculation or copy error in Part 1.</b></p> <p>AND</p> <p>1 point:      <b>Correct and complete procedure shown and/or explained.</b><br/> (The procedure may be based on a calculation or copy error in Part 1.)<br/> Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• “There are more red cards than green,” or</li> <li>• “<math>5 &gt; 2</math> (or <math>2 &lt; 5</math>),” or</li> <li>• “Green is 3 less than 5,” or</li> <li>• “More likely since there are 5 red and only 2 green.”</li> </ul> <p>Note: Do not give credit for the procedure if the explanation is incomplete or contains something incorrect.<br/> Ex: “There are 2 green and 5 red” (incomplete explanation—no comparison is made).<br/> Ex: “6 is a larger # than 2.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**MATHEMATICS OPEN-RESPONSE ITEM B**

- B.** Hudson and his family are leaving for vacation on January 26. The first day of January is on a Monday, as shown on the calendar below.

## January

| Sun | Mon      | Tue | Wed | Thur | Fri | Sat |
|-----|----------|-----|-----|------|-----|-----|
|     | <b>1</b> |     |     |      |     |     |
|     |          |     |     |      |     |     |
|     |          |     |     |      |     |     |
|     |          |     |     |      |     |     |
|     |          |     |     |      |     |     |

- What day of the week is January 26? Explain your answer using words and/or numbers.
- Hudson's family will return from vacation in one week. What is the date that they will return home? Explain your answer using words and/or numbers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The student earns 4 points. The response contains no incorrect work.                                                             |
| <b>3</b>     | The student earns 3 points.                                                                                                      |
| <b>2</b>     | The student earns 2 points.                                                                                                      |
| <b>1</b>     | The student earns 1 point, or some minimal understanding is shown.                                                               |
| <b>0</b>     | The student earns 0 points. No understanding is shown.                                                                           |
| <b>B</b>     | Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.) |

## PART II Released Mathematics Items—2007 Benchmark Grade 3

### Solution and Scoring

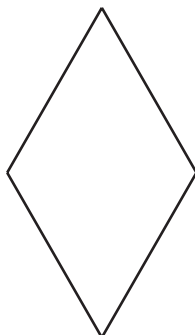
| Part      | Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |           |           |           |           |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----|-----|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|--|--|--|--|--|--|--|
| 1         | <p><b>2 points possible</b></p> <p>1 point: <b>Correct answer: Friday.</b><br/>AND<br/>1 point: <b>Correct and complete procedure shown and/or explained.</b><br/>Answer may be incorrect due to 1 counting or copy error.<br/>Give credit for the following or equivalent:</p> <ul style="list-style-type: none"><li>• Student correctly lists each day with the correct date: “Mon. 1<sup>st</sup>, Tues. 2<sup>nd</sup>, Wed. 3<sup>rd</sup>, ... Thurs. 25<sup>th</sup>, Fri. 26<sup>th</sup>,” or</li><li>• “The 5<sup>th</sup> is on Friday, and <math>5 + 7 + 7 + 7 = 26</math>,” or</li><li>• Student correctly completes the calendar to the 26<sup>th</sup> as shown below.</li></ul> <p style="text-align: center;"><b>January</b></p> <table><tr><td>Sun</td><td>Mon</td><td>Tue</td><td>Wed</td><td>Thur</td><td>Fri</td><td>Sat</td></tr><tr><td></td><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td><td><b>4</b></td><td><b>5</b></td><td><b>6</b></td></tr><tr><td><b>7</b></td><td><b>8</b></td><td><b>9</b></td><td><b>10</b></td><td><b>11</b></td><td><b>12</b></td><td><b>13</b></td></tr><tr><td><b>14</b></td><td><b>15</b></td><td><b>16</b></td><td><b>17</b></td><td><b>18</b></td><td><b>19</b></td><td><b>20</b></td></tr><tr><td><b>21</b></td><td><b>22</b></td><td><b>23</b></td><td><b>24</b></td><td><b>25</b></td><td><b>26</b></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Give credit for the following only with the correct answer of Friday:</p> <ul style="list-style-type: none"><li>• “I counted each day on the calendar (or filled in the calendar) from Monday, January 1 to January 26 and I ended up on a Friday.”</li></ul> <p>Note: Do not give credit for incomplete procedure.<br/>Ex: “I counted,” or “I looked at the calendar.”</p> | Sun       | Mon       | Tue       | Wed       | Thur      | Fri | Sat |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> | <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> | <b>21</b> | <b>22</b> | <b>23</b> | <b>24</b> | <b>25</b> | <b>26</b> |  |  |  |  |  |  |  |  |
| Sun       | Mon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Tue       | Wed       | Thur      | Fri       | Sat       |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |
|           | <b>1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  | <b>6</b>  |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |
| <b>7</b>  | <b>8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>9</b>  | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |
| <b>14</b> | <b>15</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |
| <b>21</b> | <b>22</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>23</b> | <b>24</b> | <b>25</b> | <b>26</b> |           |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |
|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |           |           |           |           |     |     |  |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |  |  |  |  |  |  |  |  |

## PART II Released Mathematics Items—2007 Benchmark Grade 3

| Part | Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |     |      |     |      |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------|-----|------|-----|-----|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|--|
| 2    | <p>2 points possible</p> <p>1 point:       <b>Correct answer: February 2, or correct answer based on incorrect answer in Part 1.</b><br/>Note: Do not give credit if incorrect procedure is used.</p> <p>AND</p> <p>1 point:       <b>Correct and complete procedure shown and/or explained.</b></p> <ul style="list-style-type: none"><li>• Give credit for the following or equivalent:</li><li>• Student correctly counts 7 days from Jan. 26–Feb. 2: “27, 28, 29, 30, 31, 1, 2,” or</li><li>• “I added 7 to 26 and got 33. I know that Jan. has 31 days, so 33 would be 2 days later,” or</li><li>• Student correctly completes the calendar from Jan. 26 to Feb. 2.</li></ul> <p>Note: February dates may be included on the January calendar, or a separate calendar may be drawn.</p> <div><h3>January</h3><table><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thur</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td>1</td><td>2</td><td></td></tr></table></div> <p>Give credit for the following only with the correct answer of February 2<sup>nd</sup>:</p> <ul style="list-style-type: none"><li>• “I counted 7 days (or filled in the calendar 7 days) past January 26 and I ended up on February 2,” or</li><li>• “It’s Feb. 2 because I counted to 33 so I knew I had to go into the next month.”</li></ul> <p>Note: Do not give credit for incomplete procedure.</p> <ul style="list-style-type: none"><li>• “I counted,” or “I looked at the calendar.”</li><li>• “...because it’s 1 week after Jan. 26” (repeats given information—7 days must be mentioned).</li></ul> | Sun | Mon | Tue  | Wed | Thur | Fri | Sat |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 1 | 2 |  |
| Sun  | Mon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Tue | Wed | Thur | Fri | Sat  |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |
|      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2   | 3   | 4    | 5   | 6    |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |
| 7    | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 9   | 10  | 11   | 12  | 13   |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |
| 14   | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 16  | 17  | 18   | 19  | 20   |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |
| 21   | 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 23  | 24  | 25   | 26  | 27   |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |
| 28   | 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30  | 31  | 1    | 2   |      |     |     |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |  |

**MATHEMATICS OPEN-RESPONSE ITEM C**

- C. Kalista traced the pattern block below onto her paper and drew its lines of symmetry.



Use your pattern blocks to help you answer Parts 1, 2, and 3.

1. In your answer document, trace the pattern block that matches the one above, and draw its lines of symmetry.
2. In your answer document, trace the pattern block that has only one line of symmetry. Then draw its line of symmetry.
3. In your answer document, trace a pattern block that has at **least** three lines of symmetry. Then draw its lines of symmetry.

BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

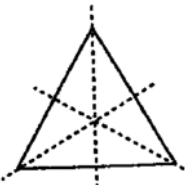
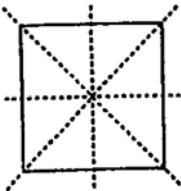
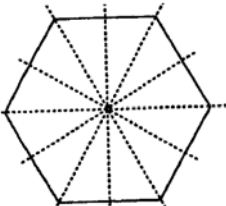
**RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM C**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                               |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The student earns 4 points. The response contains no incorrect work.                                                                                                                                                                                                                                                                                             |
| <b>3</b>     | The student earns 3 points.                                                                                                                                                                                                                                                                                                                                      |
| <b>2</b>     | The student earns 2 points.                                                                                                                                                                                                                                                                                                                                      |
| <b>1</b>     | The student earns 1 point, or some minimal understanding is shown.<br>Ex: The response contains 3 correct lines of symmetry in Parts 1 & 3 with at most 1 incorrect line. Part 2 may be the incorrect shape.<br>Ex: The response contains 2 correct lines of symmetry in Parts 1 & 3 with at most 1 incorrect line. The correct shapes are given in all 3 parts. |
| <b>0</b>     | The student earns 0 points. No understanding is shown.                                                                                                                                                                                                                                                                                                           |
| <b>B</b>     | Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)                                                                                                                                                                                                                                 |

**Solution and Scoring**

| Part                           | Points                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>1</b></p> | <p><b>1 point possible</b></p> <p>1 point:      <b>Correct drawing of a rhombus with the 2 lines of symmetry drawn, as shown in the diagram below.</b><br/> Note: Do not give credit if diagram contains incorrect line(s) of symmetry or is incomplete (contains only 1 line of symmetry).</p> <div data-bbox="609 514 730 735" data-label="Image"> <p align="center">Figure 1</p> </div> |
| <p align="center"><b>2</b></p> | <p><b>1 point possible</b></p> <p>1 point:      <b>Correct drawing of a trapezoid with line of symmetry drawn, as shown in the diagram below.</b><br/> Note: Do not give credit if diagram contains incorrect line(s) of symmetry.</p> <div data-bbox="592 955 787 1102" data-label="Image"> <p align="center">Figure 2</p> </div>                                                         |



| Part     | Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3        | <p><b>2 points possible</b></p> <p>2 points:      <b>Give credit for any of the following:</b><br/> Note: Do not give credit if the diagram contains incorrect line(s) of symmetry.</p> <ul style="list-style-type: none"> <li>• Drawing of an equilateral triangle with 3 correct lines of symmetry drawn, as shown in the diagram below.</li> </ul>  <ul style="list-style-type: none"> <li>• Drawing of a square with 4 correct lines of symmetry drawn, as shown in the diagram below.</li> </ul>  <ul style="list-style-type: none"> <li>• Drawing of a regular hexagon, with 6 correct lines of symmetry drawn, as shown in the diagram below.</li> </ul>  |
| OR       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1 point: | <p><b>Partially correct response.</b><br/> Give credit for any of the following drawings:</p> <ul style="list-style-type: none"> <li>• Triangle (with 3 lines of symmetry), square (with 4 lines of symmetry) or hexagon (with 6 lines of symmetry), but 1 incorrect line is included, or</li> <li>• Triangle with 2 correct lines of symmetry (no incorrect lines included), or</li> <li>• Square with 2–3 correct lines of symmetry (no incorrect lines included), or</li> <li>• Hexagon with 3–5 correct lines of symmetry (no incorrect lines included).</li> </ul>                                                                                                                                                                                                                                                                                                                                               |

**MATHEMATICS OPEN-RESPONSE ITEM D**

- D.** Casey counted the number of pencils in her teacher’s desk. There are 8 boxes of pencils, with 12 pencils in each box.
1. How many pencils are in the teacher’s desk? Write a number sentence that shows how many pencils are in the teacher’s desk.
  2. Half of the boxes have red pencils. How many pencils are red? Explain your answer using words and/or numbers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM D**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The student earns 4 points. The response contains no incorrect work.                                                             |
| <b>3</b>     | The student earns 3 points.                                                                                                      |
| <b>2</b>     | The student earns 2 points.                                                                                                      |
| <b>1</b>     | The student earns 1 point, or some minimal understanding is shown.                                                               |
| <b>0</b>     | The student earns 0 points. No understanding is shown.                                                                           |
| <b>B</b>     | Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.) |

## PART II Released Mathematics Items—2007 Benchmark Grade 3

### Solution and Scoring

| Part     | Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <p><b>2 points possible</b></p> <p>1 point:        <b>Correct answer: 96 (pencils).</b></p> <p>AND</p> <p>1 point:        <b>Correct equation (number sentence).</b><br/> Note: The equation must be written using multiplication or addition. The product or sum can be 96, a variable, or may be incorrect due to a calculation error.<br/> Give credit for the following:</p> <ul style="list-style-type: none"> <li>• <math>8 \times 12 = 96</math>, or</li> <li>• <math>12 \times 8 = x</math>, or</li> <li>• <math>12 + 12 + 12 + 12 + 12 + 12 + 12 + 12 = n</math>, or</li> <li>• <math>80 + 16 = \#</math>.</li> </ul> <p><b>Note: Do not give credit for vertical multiplication or addition since it is not in equation form.</b></p>                                                                                                                                                                                                                                                                                                           |
| <b>2</b> | <p><b>2 points possible</b></p> <p>1 point:        <b>Correct answer: 48 (pencils), or correct answer based on an incorrect answer in Part 1.</b></p> <p>AND</p> <p>1 point:        <b>Correct and complete work shown and/or explained.</b><br/> <u>The answer may be based on an incorrect answer in Part 1</u> or may contain a calculation error.<br/> Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• <math>96 \div 2 = \#</math> of red pencils, or</li> <li>• <math>4 \times 12 = \#</math> (<math>8/2 = 4</math> is not required), or</li> <li>• “I added 12 four times to get my answer,” or</li> <li>• <math>8 \times 6 = \#</math> (thinks half of each box is red, <math>12/2 = 6</math> not required), or</li> <li>• “I took half of (# given in Part 1) and got the # of red pencils,” or</li> <li>• <math>48 + 48 = 96</math> (guess &amp; check).</li> </ul> <p>Note: Do not give credit for incomplete procedure.<br/> Ex: “It’s 48 since half are red,” or “4 packs are red, so it’s 48.”</p> |

**MATHEMATICS OPEN-RESPONSE ITEM E**

E. Mrs. Adams drew the fraction model below on the board.



1. What fraction of Mrs. Adams's model is shaded? Explain your answer using words and/or numbers.
2. Draw a model similar to Mrs. Adams's that represents the fraction  $\frac{5}{6}$ . Use words and/or numbers to explain how you determined how many squares to shade.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM E**

| SCORE | DESCRIPTION                                                                                                                      |
|-------|----------------------------------------------------------------------------------------------------------------------------------|
| 4     | The student earns 4 points. The response contains no incorrect work.                                                             |
| 3     | The student earns 3 points.                                                                                                      |
| 2     | The student earns 2 points.                                                                                                      |
| 1     | The student earns 1 point, or some minimal understanding is shown.<br>Ex: "5 are shaded" with no other credit in Part 2.         |
| 0     | The student earns 0 points. No understanding is shown.                                                                           |
| B     | Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.) |

**Solution and Scoring**

| <b>Part</b> | <b>Points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>    | <p><b>2 points possible</b></p> <p>2 points:      <b>Correct answer: <math>\frac{3}{8}</math>, three-eighths, or “3 out of 8” with correct and complete procedure shown and/or explained.</b><br/>         (Shaded &amp; unshaded, or shaded &amp; total # is discussed.)<br/>         Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• “<math>\frac{3}{8}</math>, because there are 8 pieces in all and 3 of those are shaded,” or</li> <li>• “3 out of 8—there are 3 dark squares and 5 light ones,” or</li> <li>• “Three-eighths, because 3 out of 8 are shaded.”</li> </ul> <p>OR</p> <p>1 point:      Give credit for the following:</p> <ul style="list-style-type: none"> <li>• Fraction is correct, but explanation is incomplete, vague, or missing:<br/>             Ex: “<math>\frac{3}{8}</math>, because 3 are shaded” (no mention of # unshaded or total #).<br/>             Ex: “Three-eighths—3 out of 8” (no mention of shaded etc.).<br/>             Note: No credit is given if the fraction is incorrect or missing.</li> </ul> |
| <b>2</b>    | <p><b>2 points possible</b></p> <p>1 point:      <b>Correct diagram, divided into 6 approximately congruent sections, 5 of which are shaded.</b><br/>         Ex:</p> <div data-bbox="427 1155 691 1333" data-label="Figure"> <p>The diagram shows a rectangular area divided into six equal-sized squares arranged in two rows and three columns. The top row has three shaded gray squares. The bottom row has two shaded gray squares followed by one white square.</p> </div> <p>AND</p> <p>1 point:      <b>Correct and complete procedure shown and/or explained.</b><br/>         Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• “There are 6 squares in all and 5 of them are shaded,” or</li> <li>• “5 are shaded and 1 is not shaded,” or</li> <li>• “I shaded 5 of the parts since the numerator is 5.”</li> </ul>                                                                                                                                                                                                                       |

## Mathematics Reference Sheet Grade 3

*Use the information below, as needed, to answer questions on the Mathematics test.*

1 foot = 12 inches

1 yard = 3 feet

1 cup = 8 ounces (oz)

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 kilogram = 1000 grams

1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

**PART II Released Reading Items—2007 Benchmark Grade 3**

*Read the following passage. Then answer multiple-choice questions 1 through 8 and open-response question A.*

For a copy of the reading passage, “A Spelling Mystery” by Diana R. Jenkins, please refer to the hard copy version of the Released Item Booklet.

For a copy of the reading passage, “A Spelling Mystery” by Diana R. Jenkins, please refer to the hard copy version of the Released Item Booklet.

1. Which sentence **best** describes Tanisha’s mood at the beginning of the passage?
  - A. Tanisha is angry because of Miles’ pranks.
  - B. Tanisha is bored with her friends at school.
  - \* C. Tanisha is upset about not winning the spelling bee.
  - D. Tanisha is curious about how she lost the spelling bee.

2. What is the author trying to get the reader to understand in paragraph 41?
  - A. Chocolate is not healthy.
  - B. There are bullies in every class.
  - C. Students should not pass notes in class.
  - \* D. It is easy to believe the wrong idea sometimes.



**PART II Released Reading Items—2007 Benchmark Grade 3**

3. What makes Tanisha think that someone hates her after she looks at the picture?
- A. Her name is spelled incorrectly.
  - \* B. Horns are drawn on the girl's head.
  - C. The pencil drawing is not done well.
  - D. "Spelling bee" is written inside the balloon.
4. Why does Tanisha think that Mara and Clara might have given her the note?
- A. She thinks the twins are angry because she teases them.
  - B. She thinks the twins are pests and are being mean to her.
  - C. She beat the twins in the spell-off, and they are getting even.
  - \* D. She thinks the twins are upset that she cannot tell them apart.
5. Where is Tanisha when she discovers that Leon wrote the note?
- A. in P.E. class
  - B. in the cafeteria
  - \* C. in her classroom
  - D. on her way home
6. What happened before Tanisha found the candy on her desk?
- \* A. She found two notes on her desk.
  - B. She said she was allergic to chocolate.
  - C. She felt better about losing the spelling bee.
  - D. She figured out that the horns were a crown.
7. Which question does Tanisha repeat to herself over and over?
- A. "Who drew that picture?"
  - B. "Why is the candy chocolate?"
  - \* C. "Who could hate me so much?"
  - D. "Why is everyone laughing at me?"
8. A teacher would **most** likely read this passage to her class to show the importance of
- A. writing notes.
  - B. following directions.
  - C. spelling difficult words.
  - \* D. getting along with others.

**PART II Released Reading Items—2007 Benchmark Grade 3**

**READING OPEN-RESPONSE ITEM A**

- A. The setting is where the events of a story take place. Identify the setting of this passage. Use three details from the passage that support your response.

**RUBRIC FOR READING OPEN-RESPONSE ITEM A**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                   |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The response accurately identifies the setting as a school or classroom and uses three details from the passage to support the response.                                                                                                                                                             |
| <b>3</b>     | The response accurately identifies the setting as a school or classroom and uses two details from the passage to support the response.<br><b>OR</b><br>The response does not specifically identify the setting but lists three details from the passage to indicate an understanding of the setting. |
| <b>2</b>     | The response accurately identifies the setting as a school or classroom and uses one detail from the passage to support the response.<br><b>OR</b><br>The response does not specifically identify the setting but lists two details from the passage to indicate an understanding of the setting.    |
| <b>1</b>     | The response accurately identifies the setting as a school or classroom.<br><b>OR</b><br>The response does not identify the setting but lists a detail from the passage that indicates an understanding of the setting.                                                                              |
| <b>0</b>     | The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.                                                                                                                                                       |
| <b>B</b>     | Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)                                                                                                                                                                     |

Read the following passage, which describes two bobsledding siblings. Then answer multiple-choice questions 9 through 16 and open-response question B.

# Slippery Siblings

by Sandra Weber

It took less than 37 seconds for Blaise Bryant and his sister, Joy, to win a gold medal. That's how fast the remarkable eight- and nine-year-old duo blazed down the bobsled course, taking first place in the PeeWee lightweight division (under age 12) at the Empire State Games in New York.

"We were going like mean machines," says Blaise. "We were so fast that the catchers at the end of the track almost couldn't catch us." Blaise, who likes to be called "Hurricane," was the driver. He steered the sled through the icy corners at speeds up to 30 mph. Not an easy task for any eight-year-old, but Blaise was born blind. (See "Driving by the Numbers.")

While Blaise drove the sled, Joy sat behind him. Her job this time was to keep her head tucked down and trust the driver. She would rather have been driving, but it was Blaise's turn.

This was Blaise's second year of bobsled racing and Joy's third year. They learned to ride at the youth bobsled program held at Mount Van Hoevenberg near Lake Placid, New York. Twice a week, they practice on the same frozen track used in the 1932 and 1980 Olympic Games.

The facility provides the special small-sized bobsleds. Each rider must bring

their own gear: a helmet, long pants, and heavy socks with sport boots.

6 Joy says it is important to stretch and warm up before you climb into the sled. In the PeeWee division, the riders do not run and push the sled, as older racers do. Instead, the driver and passenger sit in the sled and an official pushes them onto the track.

Then it's the driver's job to get the sled down the quarter-mile track as fast as possible. You steer with ropes. But if you pull too hard you will lose time on the curve. If you don't pull hard enough you'll hit the top of the curve, and maybe crash.

Joy and Blaise ride with other sledders during practice. Joy especially likes riding with other girls. But when it came time for the championship race, she teamed with her brother. Blaise says that Joy is his biggest helper on and off the track.

Why do they like bobsledding? Joy says, "I just like it. I like being with my friends." Blaise simply grins and says one word: "Speed."

He adds, "I've never crashed a bobsled yet." But he recalls the day a sled rolled over during practice. "The boy got up and told his dad he didn't ever want to bobsled again."

During the warmer months, Joy and Blaise practice with their dad. He made a small run on a hill at the high school. They slide on a small sled with wheels. They also keep fit by jumping and flipping on their trampoline and swimming on the local team.

What is their next goal? To win even more gold medals at the Empire State Games.

### Driving by the Numbers

Blaise loves math. He uses numbers, rather than his eyes, to drive the bobsled.

“My dad rode with me the first time down the track,” says Blaise. “I counted while he told me when to turn right or left.” That’s all it took for Blaise to learn the course.

Now when the sled is pushed off, Blaise holds the sled’s steering ropes and starts counting. He remembers the length of the straightaways and the steepness of the



corners. And he feels the track curving.

If he senses the track going up on the left, he knows he has to turn right. He pulls lightly on the left rope to steer the bobsled through the curve.

When he wants to turn left, he pulls lightly on the right rope.

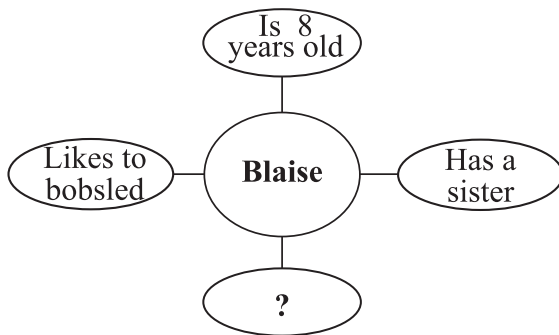
9. Why would a teacher **most** likely read this passage to students?
- A. to persuade them to become champion bobsledders
  - B. to show them where to find the best bobsled teachers
  - \* C. to show them how a boy overcame a physical challenge
  - D. to explain why bobsledding is good exercise for children

10. The passage is **most** likely called “Slippery Siblings” because Blaise and Joy
- A. practice twice a week.
  - \* B. race bobsleds on icy courses.
  - C. are members of the PeeWee division.
  - D. wear boots that make them fall down.

11. This passage is **mostly** about

- \* A. a young bobsledder who is blind.
- B. the Empire State Games in New York.
- C. a girl who loves sledding with her friends.
- D. the youth bobsled program in Lake Placid.

12. Which phrase **best** completes the graphic organizer below?



- A. Is afraid to go too fast
- B. Bobsleds only with Joy
- C. Calls his sister “Hurricane”
- \* D. Has never crashed a bobsled

13. The word that **best** describes Blaise and Joy in this passage is

- \* A. determined.
- B. honest.
- C. gentle.
- D. shy.

14. In paragraph 6, the official is

- A. the driver of the bobsled during the race.
- \* B. an expert who helps with the bobsled races.
- C. a small bobsled used in the PeeWee division.
- D. the passenger who sits in the back of the sled.

15. Which question could the section “Driving by the Numbers” help the reader answer?

- A. How often do Blaise and Joy practice?
- \* B. Who helped Blaise learn to steer the bobsled?
- C. How many medals has Blaise won for bobsledding?
- D. Why do Blaise and Joy swim on the local swim team?

16. In paragraph 6, the pronoun them refers to

- A. the older racers.
- B. the PeeWee divisions.
- C. the small-sized bobsleds.
- \* D. the driver and passenger.

**PART II Released Reading Items—2007 Benchmark Grade 3**

**READING OPEN-RESPONSE ITEM B**

- B.** For Blaise, one of the best things about bobsledding is going fast. Give three details from the passage that describe bobsledding as a fast sport.

**RUBRIC FOR READING OPEN-RESPONSE ITEM B**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                        |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The response gives three details from the passage that describe the speed of bobsledding.                                                                                                                                                                                                                                 |
| <b>3</b>     | The response gives two details from the passage that describe the speed of bobsledding.                                                                                                                                                                                                                                   |
| <b>2</b>     | The response gives one detail from the passage that describes the speed of bobsledding.                                                                                                                                                                                                                                   |
| <b>1</b>     | The response restates that bobsledding is a fast sport or that Blaise likes to go fast on the bobsled, but offers no details from the passage that describe the speed of bobsledding.<br><b>OR</b><br>The response describes bobsledding as a fast sport giving a plausible reason that is not referenced in the passage. |
| <b>0</b>     | The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.                                                                                                                                                                            |
| <b>B</b>     | Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)                                                                                                                                                                                          |

*Read the following passage. Then answer multiple-choice questions 17 through 24 and open-response question C.*

# Chocolate Chipless Cookies

by Ann Dore

Ask an adult for help with the oven. This recipe makes about two dozen cookies.

## Ingredients:

1 six-ounce package semisweet chocolate chips  
1 stick (1/2 cup) of butter or margarine, softened  
1/2 cup brown sugar, firmly packed  
1/4 cup white sugar  
1 egg  
1 teaspoon vanilla  
1/2 cup all-purpose flour  
1/2 teaspoon baking soda  
1/4 teaspoon salt

## Directions:

1. Open the bag of chocolate chips. Eat a few. Share some with your family and friends. Preheat the oven to 350 [degrees].
2. Put the stick of soft butter into a big bowl. Pour in 1/2 cup of brown sugar and 1/4 cup of white sugar. Stir this mixture until it's smooth and creamy.
3. Add the egg and 1 teaspoon of vanilla to the butter and sugar. Stir well.
4. Put 1/2 cup of flour into a medium-size bowl. Stir in 1/2 teaspoon of baking soda and 1/4 teaspoon of salt.
5. Help yourself to more chocolate chips.
6. Pour the flour mixture into the butter/sugar mixture in the big bowl. Stir well with a spoon.
7. If there are any chocolate chips left, you can add them to the dough. But then you will have to rename the recipe "Chocolate Chip Cookies."

8. Drop teaspoonfuls of dough onto a cookie sheet. Leave about two inches between each cookie. You will have room for about a dozen cookies on each sheet.
9. Bake at 350 [degrees] for 12 to 15 minutes.
10. Using potholders or oven mitts, take the cookie sheet out of the oven. Let the cookies cool for five minutes, then remove them with a spatula and put them on a wire rack or paper towels to finish cooling.



**17.** Why does the author suggest that an adult help with the oven?

- A. to help stir if the butter is not soft enough
- B. to make sure that there are enough cookies to share
- \* C. to help keep everyone safe while baking the cookies
- D. to approve the ingredients that are used for the dough

**18.** Which of the following should happen last when making the cookies?

- A. Heat the oven.
- B. Add the egg and vanilla.
- \* C. Put the cookies on a wire rack.
- D. Stir flour and butter/sugar mixture.

**19.** What would happen if step 9 were left out of the directions?

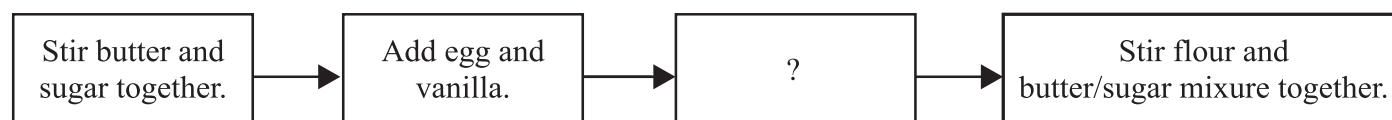
- \* A. The cookies would remain as uncooked dough.
- B. The butter would not be soft enough to be stirred.
- C. The cookies would have no chocolate chips in them.
- D. The oven would not be hot enough to bake the cookies.

**20.** As used in directions 2 and 6, mixture means

- A. liquid ingredients.
- \* B. ingredients blended together.
- C. the kind of chocolate chips needed.
- D. a bowl in which ingredients are mixed.



**21.** Which detail completes the chart below?



- \* A. Eat some chocolate chips.
- B. Preheat oven to 350 degrees.
- C. Add chocolate chips to dough.
- D. Drop dough onto a cookie sheet.

**22.** The author **most** likely wrote this passage to

- \* A. tell the reader how to make cookies.
- B. teach the reader how to use an oven.
- C. explain why adults should help children bake cookies.
- D. compare chocolate chip cookies to other kinds of cookies.

**23.** Where would this passage **most** likely be found in a library?

- A. in the reference section in a thesaurus
- \* B. in the nonfiction section about cooking
- C. in the fiction section under “D” for Dore
- D. in the fiction section under “C” for cookies

**24.** Read the following ingredients needed for this recipe.

- flour
- baking soda
- salt

These ingredients should first be mixed

- A. in a large pot.
- B. on a wire rack.
- C. on a cookie sheet.
- \* D. in a medium-size bowl.

**READING OPEN-RESPONSE ITEM C**

**C.** This recipe has a funny name.

1. Why did the author name this recipe “Chocolate Chipless Cookies”?
2. Using information from the passage, state whether or not you think this is a good name for this recipe and explain your answer.

Use details from the passage to support both of your answers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**RUBRIC FOR READING OPEN-RESPONSE ITEM C**

| <b>SCORE</b> | <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | The response uses details from the passage to thoroughly explain why the author named the recipe Chocolate Chipless Cookies and states an opinion and supports it with details from the passage.                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>3</b>     | <p>The response uses details from the passage to thoroughly explain why the author named the recipe Chocolate Chipless Cookies and states an opinion but does not support the opinion with details from the passage.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response offers a plausible explanation for why the author named the recipe Chocolate Chipless Cookies that is not based on information found in the passage, states an opinion, and supports the opinion with details from the passage.</p>                                                                       |
| <b>2</b>     | <p>The response uses details from the passage to thoroughly explain why the author named the recipe Chocolate Chipless Cookies.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response states an opinion and supports it with details from the passage.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response offers a plausible explanation for why the author named the recipe Chocolate Chipless Cookies that is not based on information found in the passage and either states an opinion or gives one detail from the passage that supports an unstated opinion.</p> |
| <b>1</b>     | <p>The response partially explains why the author named the recipe Chocolate Chipless Cookies.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response states an opinion about the title.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response gives one detail from the passage that supports an unstated opinion.</p>                                                                                                                                                                                                                                                    |
| <b>0</b>     | The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>B</b>     | Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## **Acknowledgments**

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## PART II Released Writing Prompts—2007 Benchmark Grade 3

### PROMPT #1

Your teacher has asked you to write about your favorite place to play. It can be a park, the school playground, or your own house. It can be anywhere you like to play.

Now write about your favorite place to play. Be sure to tell where the place is and to tell **why** you like to play there.

### PROMPT #2

Your teacher has asked you to read this sentence and write a story about what happened next.

**One day a monkey jumped into our classroom!**

Think about a monkey in your classroom. Write a story about what happened next. Give enough detail so that your teacher will understand your ideas.

### WRITER'S CHECKLIST

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Look at the ideas in your response.<ul style="list-style-type: none"><li>— Have you focused on one main idea?</li><li>— Have you used enough detail to explain yourself?</li><li>— Have you put your thoughts in order?</li><li>— Can others understand what you are saying?</li></ul></li><li>2. Think about what you want others to know and feel after reading your paper.<ul style="list-style-type: none"><li>— Will others understand how you think or feel about an idea?</li><li>— Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)</li></ul></li></ol> | <ul style="list-style-type: none"><li>— Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)</li><li>— Are your sentences alike? (Hint: Use different kinds of sentences.)</li></ul> <ol style="list-style-type: none"><li>3. Look at the words you have used.<ul style="list-style-type: none"><li>— Have you described things, places, and people the way they are? (Hint: Use enough detail.)</li><li>— Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)</li><li>— Have you used the right words in the right places?</li></ul></li><li>4. Look at your handwriting.<ul style="list-style-type: none"><li>— Can others read your handwriting with no trouble?</li></ul></li></ol> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Domain Scoring Rubric

### Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Elaboration
- Unity
- Organization

### Style (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are:

- Selected vocabulary
- Sentence variety
- Tone
- Voice
- Selected information

### Sentence Formation (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard subordination and modifiers
- Standard word order

### Usage (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

### Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

### Scoring Scale

Each domain is scored independently using the following scale:

**4** = The writer demonstrates **consistent**, though not necessarily perfect, control\* of almost all of the domain's features.

**3** = The writer demonstrates **reasonable**, but not consistent, control\* of most of the domain's features, indicating some weakness in the domain.

**2** = The writer demonstrates **inconsistent** control\* of several of the domain's features, indicating significant weakness in the domain.

**1** = The writer demonstrates **little or no** control\* of most of the domain's features.

\*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

### Non-scoreable and Blank Papers

Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

**1. Why I Think Pizza is a Perfect Meal**

By Pat

<sup>1</sup>I think pizza is a perfect meal. <sup>2</sup>First, pizza can be fixed with many different toppings. <sup>3</sup>With so many toppings, pizza is never boring. <sup>4</sup>Also, pizza can be delivered to your home with just a phone call. <sup>5</sup>Plus, you do not need a fork to eat pizza. <sup>6</sup>Pizza can be eaten with your hands. <sup>7</sup>Finally, pizza tastes great. <sup>8</sup>In my opinion, there is no better meal than pizza.

Which sentence is the conclusion to Pat's paragraph?

- A. I think pizza is a perfect meal.
- B. Plus, you do not need a fork to eat pizza.
- \* C. In my opinion, there is no better meal than pizza.
- D. First, pizza can be fixed with many different toppings.

**2. When I was a child, the title of my favorite book was lassie.**

Which underlined word should be capitalized in the sentence above?

- A. child
- B. title
- C. book
- \* D. lassie

**3. They wanted to watch a movie before lunch.**

Which phrase should replace the underlined word above to make a compound subject?

- A. His brother
- B. Kim's aunt
- C. The furry cat
- \* D. Lily and Shawn

**4. Mammals**

I. What is a mammal?

- A. has hair or fur
- B. has live birth

II. Where do mammals live?

- A. water
- B. \_\_\_\_\_

III. What do mammals eat?

- A. plants
- B. insects/other animals

What would be the **best** idea to include in part B of section II to complete the outline about mammals above?

- \* A. land
- B. fish
- C. vertebrates
- D. warm-blooded

5. <sup>1</sup>When fruits and vegetables become ripe, it is harvest time. <sup>2</sup>During the harvest season. <sup>3</sup>Fruits and vegetables are picked during the harvest season. <sup>4</sup>Some farmers have machines to help them harvest foods.

Which sentence above is a fragment?

- A. 1
  - \* B. 2
  - C. 3
  - D. 4
6. Which sequence of events is in logical order?
- \* A. My friends and I went to the mall. We walked around and shopped all day. My Mom picked us up and drove us home.
  - B. We walked around and shopped all day. My friends and I went to the mall. My Mom picked us up and drove us home.
  - C. My friends and I went to the mall. My Mom picked us up and drove us home. We walked around and shopped all day.
  - D. We walked around and shopped all day. My Mom picked us up and drove us home. My friends and I went to the mall.

7. <sup>1</sup>Try to find the hidden treasure. <sup>2</sup>First, look for the treasure under the big rock. <sup>3</sup>Next, look beside the palm tree. <sup>4</sup>Finally, see if the treasure is near the hole in the ground.

Which of the following are transition words used in the paragraph?

- A. try, find, see
  - B. rock, palm, hole
  - \* C. first, next, finally
  - D. under, beside, near
8. Joe has decided to write a paragraph explaining how to build a birdhouse. After gathering information, what should Joe do next?
- A. edit his final draft
  - \* B. begin his first draft
  - C. revise his first draft
  - D. publish his final draft

# PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 3

## The Arkansas *Mathematics Curriculum Framework*\*

| Strands                       | Content Standards                                                                                                                   | Student Learning Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1—NUMBERS AND OPERATIONS (NO) | 1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers, and number systems.  | <ol style="list-style-type: none"> <li>1. Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers. Ex. <math>352 = 300 + 50 + 2</math>; <math>300 + 25 + 25 + 2</math>; <math>150 + 150 + 50 + 2</math>, etc.</li> <li>2. Use the place-value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation, and problem solving). Ex. 2,308 ____ 2,038</li> <li>3. Use mathematical language and symbols to compare and order four-digit numbers with and without appropriate technology (<math>&lt;</math>, <math>&gt;</math>, <math>=</math>).</li> <li>4. Represent fractions (halves, thirds, fourths, sixths, and eighths) using words, numerals, and physical models. Ex. <ul style="list-style-type: none"> <li>• Identify and illustrate parts of a whole and parts of sets of objects.</li> <li>• Recognize that a fractional part of a rectangle does not have to be shaded with contiguous parts.</li> </ul> </li> </ol> |
|                               | 2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.            | <ol style="list-style-type: none"> <li>2. Apply number theory. <ul style="list-style-type: none"> <li>• Determine if a three-digit number is even or odd.</li> <li>• Use the terms multiple, factor, product, and quotient in an appropriate context. (Since <math>3 \times 4 = 12</math>, 3 and 4 are factors; 12 is the product; 3, 6, 9, 12 are multiples of 3; 4, 8, 12, 16 are multiples of 4; <math>12 \div 4 = 3</math>, the quotient.)</li> </ul> </li> <li>4. Model, represent, and explain division as measurement and partitive division, including equal groups, related rates, price, rectangular arrays (area model), combinations, and multiplicative comparison. Ex. <ul style="list-style-type: none"> <li>• Translate contextual situations involving division into conventional mathematical symbols.</li> <li>• Explain how a remainder may impact an answer in a real-world situation.</li> </ul> </li> </ol>                                                                                                                                                                           |
|                               | 3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.                              | <ol style="list-style-type: none"> <li>1. Develop, with and without appropriate technology, computational fluency in multi-digit addition and subtraction through 999, using contextual problems. <ul style="list-style-type: none"> <li>• strategies for adding and subtracting numbers</li> <li>• estimation of sums and differences in appropriate situations</li> <li>• relationships between operations</li> </ul> </li> <li>2. Develop, with and without appropriate technology, fluency with basic number combinations for multiplication and division facts (<math>10 \times 10</math>).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2—ALGEBRA (A)                 | 4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions.          | <ol style="list-style-type: none"> <li>1. Count forward and backward when given a number less than or equal to 1000. Ex. ____, 399, ____, ____</li> <li>4. Use repeating and growing numeric or geometric patterns to solve problems.</li> <li>5. Determine the relationship between sets of numbers by selecting the rule (1-step rule in words).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                               | 5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures, using algebraic symbols. | <ol style="list-style-type: none"> <li>1. Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit times one-digit multiplication, using appropriate labels.</li> <li>3. Use a symbol to represent an unknown quantity in a number sentence involving contextual situations, and find the value. Ex. Mary buys two bags of candy with the same number of pieces in each bag. If she has sixteen pieces in all, how many pieces of candy are in each bag? <math>2 \times \square = 16</math></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.



# PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 3

## The Arkansas *Mathematics Curriculum Framework*\* (continued)

| Strands                               | Content Standards                                                                                                                                                                               | Student Learning Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |   |   |   |   |   |   |   |   |   |   |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---|---|---|---|---|---|---|---|---|---|
| 2—ALGEBRA (A) CONTINUED               | 6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.                                                               | 1. Complete a chart or table to organize given information and to understand relationships and explain the results. Ex. The library has 5 workstations. Four students can sit at each station. How many students can sit at all the stations? <table><tr><th>Stations</th><th>Students</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>?</td></tr><tr><td>3</td><td>?</td></tr><tr><td>4</td><td>?</td></tr><tr><td>5</td><td>?</td></tr></table>                                                                                                                                                                            | Stations | Students | 1 | 4 | 2 | ? | 3 | ? | 4 | ? | 5 | ? |
|                                       | Stations                                                                                                                                                                                        | Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |          |   |   |   |   |   |   |   |   |   |   |
| 1                                     | 4                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |   |   |   |   |   |   |   |   |   |   |
| 2                                     | ?                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |   |   |   |   |   |   |   |   |   |   |
| 3                                     | ?                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |   |   |   |   |   |   |   |   |   |   |
| 4                                     | ?                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |   |   |   |   |   |   |   |   |   |   |
| 5                                     | ?                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |   |   |   |   |   |   |   |   |   |   |
|                                       | 7. Analysis of Change: Students shall analyze change in various contexts.                                                                                                                       | 1. Identify the change over time. Ex. We have recorded the morning and afternoon temperatures all week. Which day had the greatest change in temperature?                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |          |   |   |   |   |   |   |   |   |   |   |
| 3—GEOMETRY (G)                        | 8. Geometric Properties: Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | 3. Identify and draw lines, line segments, and rays, using appropriate labels.<br>4. Identify and draw intersecting and parallel lines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |          |   |   |   |   |   |   |   |   |   |   |
|                                       | 9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.                                                                   | 1. Draw one or more lines of symmetry in a polygon.<br>2. Describe the motion (transformation) of a two-dimensional figure as a flip (reflection), slide (translation), or turn (rotation).                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |   |   |   |   |   |   |   |   |   |   |
|                                       | 10. Coordinate Geometry: Students shall specify locations and describe spatial relationships, using coordinate geometry and other representational systems.                                     | 1. Locate and identify points on a coordinate grid and name the ordered pair (Quadrant I only), using common language and geometric vocabulary (horizontal and vertical).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |          |   |   |   |   |   |   |   |   |   |   |
|                                       | 11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling.                                                                            | 2. Determine which new figure will be formed by combining and subdividing models of existing figures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |   |   |   |   |   |   |   |   |   |   |
| 4—MEASUREMENT (M)                     | 12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.                                                              | 1. Determine the number of days in a month and days in a year, and identify the number of weeks in a year.<br>5. Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system. Ex. Change feet to inches, using multiplication.                                                                                                                                                                                                                                                                                                                   |          |          |   |   |   |   |   |   |   |   |   |   |
|                                       | 13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.                                                                                       | 1. Use a calendar to determine elapsed time from month to month.<br>4. Determine elapsed time in contextual situations to five-minute intervals.<br><u>End time unknown</u> Ex. Lunch began at 10:45 and lasted 25 minutes. When was lunch over?<br><u>Elapsed time unknown</u> Ex. John went to Tim's house at 3:15. He left at 4:20. How long did he stay?<br>6. Apply money concepts in contextual situations up to \$10.00. Ex. <ul style="list-style-type: none"><li>Determine change with the least amount of currency.</li><li>Compare money.</li></ul> 11. Find the area of any region by counting squares and half-squares. |          |          |   |   |   |   |   |   |   |   |   |   |
| 5—DATA ANALYSIS AND PROBABILITY (DAP) | 14. Data Representation: Students shall formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them.                                   | 1. Design a survey question after being given a topic, and collect, organize, display, and describe simple data, using frequency tables or line plots, pictographs, and bar graphs.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |          |   |   |   |   |   |   |   |   |   |   |

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

## PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 3

### The Arkansas *Mathematics Curriculum Framework*\* (continued)

| Strands                                         | Content Standards                                                                                                      | Student Learning Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5—DATA ANALYSIS AND PROBABILITY (DAP) CONTINUED | 15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.                      | 1. Read and interpret pictographs and bar graphs in which symbols or intervals are greater than one.<br>2. Match a set of data with a graphical representation of the data.                                                                                                                                                                                                                                                                                               |
|                                                 | 16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data. | 1. Make predictions for a given set of data.                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                 | 17. Probability: Students shall understand and apply basic concepts of probability.                                    | 1. Use fractions to predict probability of an event. Ex. If there were 5 blue tiles, 3 red tiles, and 2 green tiles in a bag, what is the probability you would pull out a green tile?<br>3. Use physical models, pictures, and organized lists to find combinations of two sets of objects. Ex. Sarah has a red shirt, white shirt, and blue shirt. She also has a pair of khaki pants and blue pants. How many different combinations of shirts and pants can she wear? |

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

### Released Items for Mathematics\*

| Item | Strand | Content Standard | Student Learning Expectation |
|------|--------|------------------|------------------------------|
| 1    | A      | 4                | 4                            |
| 2    | G      | 11               | 2                            |
| 3    | M      | 13               | 1                            |
| 4    | NO     | 1                | 3                            |
| 5    | A      | 4                | 4                            |
| 6    | NO     | 3                | 1                            |
| 7    | A      | 7                | 1                            |
| 8    | A      | 4                | 5                            |
| 9    | G      | 8                | 3                            |
| 10   | NO     | 1                | 2                            |
| 11   | A      | 4                | 1                            |
| 12   | NO     | 2                | 4                            |
| 13   | M      | 13               | 1                            |
| 14   | DAP    | 15               | 1                            |
| 15   | G      | 8                | 4                            |
| 16   | M      | 12               | 5                            |
| 17   | NO     | 1                | 1                            |
| 18   | G      | 9                | 1                            |
| 19   | DAP    | 17               | 3                            |
| 20   | M      | 13               | 4                            |
| 21   | G      | 8                | 4                            |
| 22   | DAP    | 15               | 2                            |
| 23   | G      | 10               | 1                            |

| Item | Strand | Content Standard | Student Learning Expectation |
|------|--------|------------------|------------------------------|
| 24   | NO     | 2                | 2                            |
| 25   | M      | 13               | 4                            |
| 26   | A      | 6                | 1                            |
| 27   | DAP    | 15               | 1                            |
| 28   | G      | 8                | 3                            |
| 29   | M      | 13               | 6                            |
| 30   | DAP    | 15               | 1                            |
| 31   | A      | 5                | 3                            |
| 32   | NO     | 3                | 2                            |
| 33   | G      | 9                | 2                            |
| 34   | DAP    | 15               | 1                            |
| 35   | DAP    | 14               | 1                            |
| 36   | M      | 13               | 11                           |
| 37   | A      | 4                | 1                            |
| 38   | M      | 13               | 11                           |
| 39   | DAP    | 16               | 1                            |
| 40   | NO     | 1                | 4                            |
| A    | DAP    | 17               | 1                            |
| B    | M      | 12               | 1                            |
| C    | G      | 9                | 1                            |
| D    | A      | 5                | 1                            |
| E    | NO     | 1                | 4                            |

\*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

## PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 3

### The Arkansas English Language Arts Curriculum Framework—Reading Strand\*

| Content Standards                                                                                                                                         | Student Learning Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.                                                   | 3. Make connections from text to world during reading.<br>4. Form mental pictures to organize and visualize the context of the text.<br>5. Generate questions and check the text for answers.<br>6. Question the author's purpose.<br>7. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text.<br>8. Discuss why an author may have selected particular words or phrases.<br>9. Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences.<br>10. Organize information and events logically.<br>11. Determine the purpose for reading.<br>12. Summarize a story. |
| 10. Variety of Texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.                                       | 6. Use graphic organizers, including character webs and K-W-L charts to make meaning of the reading selection.<br>7. Utilize the appropriate areas of the library/media center to select reading materials.<br>10. Describe in own words new information gained from texts and relate it to prior knowledge.<br>14. Identify language and literary devices, including mood.<br>19. Use functional print, including recipes, menus, and maps, to accomplish tasks.                                                                                                                                                                                                                                     |
| 11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | 1. Use context clues to determine the precise meaning of new words.<br>3. Recognize the relationship between a pronoun and its referent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

### Released Items for Reading\*

| Item | Content Standard | Student Learning Expectation | Passage Type |
|------|------------------|------------------------------|--------------|
| 1    | 10               | 14                           | Literary     |
| 2    | 9                | 7                            | Literary     |
| 3    | 9                | 9                            | Literary     |
| 4    | 9                | 7                            | Literary     |
| 5    | 9                | 4                            | Literary     |
| 6    | 9                | 10                           | Literary     |
| 7    | 9                | 9                            | Literary     |
| 8    | 9                | 11                           | Literary     |
| A    | 10               | 10                           | Literary     |
| 9    | 9                | 11                           | Content      |
| 10   | 9                | 8                            | Content      |
| 11   | 9                | 12                           | Content      |
| 12   | 10               | 6                            | Content      |
| 13   | 9                | 7                            | Content      |

| Item | Content Standard | Student Learning Expectation | Passage Type |
|------|------------------|------------------------------|--------------|
| 14   | 11               | 1                            | Content      |
| 15   | 9                | 5                            | Content      |
| 16   | 11               | 3                            | Content      |
| B    | 9                | 3                            | Content      |
| 17   | 9                | 3                            | Practical    |
| 18   | 9                | 10                           | Practical    |
| 19   | 9                | 9                            | Practical    |
| 20   | 11               | 1                            | Practical    |
| 21   | 10               | 6                            | Practical    |
| 22   | 9                | 6                            | Practical    |
| 23   | 10               | 7                            | Practical    |
| 24   | 10               | 19                           | Practical    |
| C    | 9                | 9                            | Practical    |

\*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

## PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 3

### The Arkansas *English Language Arts Curriculum Framework—Writing Strand\**

| Content Standards                                                                                                                    | Student Learning Expectations                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Process: Students shall employ a wide range of strategies as they write and use different writing process elements appropriately. | 1. Use a variety of planning strategies/organizers.<br>6. Develop drafts by sorting information into categories and using the categories as paragraphs.<br>7. Create well-developed introductory and concluding paragraphs. |
| 6. Conventions: Students shall apply knowledge of Standard English conventions in written work.                                      | 2. Eliminate fragments.<br>3. Create sentences with compound subjects.<br>15. Capitalize titles and abbreviations.                                                                                                          |
| 7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.                     | 3. Arrange steps in a logical sequence.<br>4. Use transition words.                                                                                                                                                         |

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

### Released Items for Writing\*

| Item | Content Standard | Student Learning Expectation |
|------|------------------|------------------------------|
| 1    | 4                | 7                            |
| 2    | 6                | 15                           |
| 3    | 6                | 3                            |
| 4    | 4                | 1                            |
| 5    | 6                | 2                            |
| 6    | 7                | 3                            |
| 7    | 7                | 4                            |
| 8    | 4                | 6                            |

\*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.









**Arkansas Comprehensive Testing, Assessment, and Accountability Program**

**DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201**